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*The Education and Training Inspectorate -  
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**Department of Education**  
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## **Education and Training Inspectorate**

### **Report of a Follow-up Inspection**

**Cranmore Integrated Primary School Playgroup  
Belfast**

**December 2006**

## **REPORT OF A FOLLOW-UP INSPECTION IN CRANMORE INTEGRATED PRIMARY SCHOOL PLAYGROUP, BELFAST BT10 0JB (1BB-0567)**

The inspection in December 2004 highlighted strengths in the learning environment and the relationships between the staff and the children and also identified the need for improvement in the following key areas:

- the staff's interaction to promote learning and settled and productive play;
- the organisation of the daily timetable; and
- the play resources.

**In the interval since the inspection, the following action which affects the work of the pre-school centre has taken place.**

- A new leader was appointed and took up post in September 2006.
- Additional resources for the development of outdoor and physical play have been acquired.
- Staff have updated their training in Child Protection.

The Education and Training Inspectorate carried out a series of inspection visits to the centre as part of the follow-up process. This report was compiled following the inspection visit on the 7 December 2006 and also takes account of the findings of the visits in October 2005 and March 2006. Initial progress in bringing about improvements was impeded by a number of staffing changes.

**The following are the most important improvements brought about by the staff and the management group.**

- The new resources and improved use of space contribute to a richer learning environment both indoors and outdoors. On the day of the inspection, the addition of real items in the role-play area helped to promote sustained and concentrated play.
- The daily timetable is less fragmented and daily routines are managed appropriately, allowing the staff to make more effective use of all time.
- The staff consistently implement effective strategies to promote good behaviour and settled play; the children respond well to their expectations.

- The staff demonstrate a much greater level of skill in recognising and developing the learning potential of the play materials and promote a wider range of learning as they engage with the children. The good use of open-ended questions and discussion with the children encourages the children's ability to think and solve problems. As a result, there are better opportunities to learn in all areas of the pre-school curriculum. In particular, there is significant improvement in the development of early mathematical language and ideas, and an interest in books is fostered more effectively throughout the session. There are also improved opportunities for the children to make music and for the development of the children's gross motor skills.
- There are clearer procedures in place to guide the staff in their roles and responsibilities for the day-to-day management of the group.
- The early years specialist has continued to give good support and guidance to the staff to help bring about improvement.

The pre-school centre has made good progress in addressing the key areas for action. The parents and broader community can have confidence in the staff's commitment to improvement.

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